**Teen Brain Mini Unit Debrief**

**Question Set 2:**

How does what you just did as a learner/reader/writer compare to what your students are currently doing in argumentation? What skills, practices, and knowledge might help prepare your students to do this work? What kinds of things will you consider in adapting these materials for your students and your classroom?

The mini-unit goes much deeper into detail. The units ‘chunks up” the project better making it easier to “digest.”

Some common language is necessary to get into this unit. Sharing skills are a must and this unit provides practice.

I would incorporate more examples.

This mini-unit helps students to think independently and utilize sources.

Using valid sources, pulling out important information, and citing sources.

Consider—reading level, subject matter, partner/group/class sharing so that students can hear/see all examples.

Mini-unit is more complex than what I’ve been doing.

Common vocabulary with “good examples” to clarify

Ability level, reading level, gender-likes of class—time constraints

I’m beginning to think most genres can be adapted to argument writing.

Will have to work on kinds of forwarding.